

Appendix D

**Option 1: Evaluation Report
(3 point rating scale)**

**Option 2: Evaluation Report
(4 point rating scale with scoring guide)**

Two Types of Evaluation Reports are included in this Appendix. Each form offers unique benefits and concerns. It is strongly recommended that each district review both versions carefully and determine which version offers the best fit for the district. Districts may also wish to modify, blend, or create new forms. Final review by legal counsel is suggested.

Option 1: Evaluation Report **(Three point rating scale)**

The Evaluation Report is used to summarize the administrator's/supervisor's rating of performance for each criterion at the end of the teacher evaluation process. If the teacher is rated "Progressing Toward Meeting Expectations" or "Does Not Meet Expectations," a PIP and/or supportive documentation should be attached as appropriate.

Teacher _____ Administrator/Supervisor _____

Grade/Subject_____

School _____ Date ____ / ____ / ____

Classification: Tenured Non-Tenured

The Teacher:

Criteria	Meets Expectations	Progressing Toward Meeting Expectations	Does Not Meet Expectations
1. The teacher causes students to acquire the knowledge and skills to gather, analyze, and apply information and ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The teacher causes students to acquire the knowledge and skills to communicate effectively within and beyond the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The teacher causes students to acquire the knowledge and skills to recognize and solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The teacher causes students to acquire the knowledge and skills to make decisions and act as responsible members of society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The teacher uses various ongoing assessments to monitor the effectiveness of instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The teacher provides continuous feedback to students and family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The teacher assists students in the development of self-assessment skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Meets Expectations	Progressing Toward Meeting Expectations	Does Not Meet Expectations
8. The teacher aligns the assessments with the goals, objectives, and instructional strategies of the district curriculum guides.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The teacher uses assessment techniques that are appropriate to the varied characteristics and developmental needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The teacher demonstrates appropriate preparation for instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The teacher chooses and implements appropriate methodology and varied instructional strategies that address the diversity of learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The teacher creates a positive learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The teacher effectively manages student behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The teacher communicates appropriately with students, parents, community, and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The teacher engages in appropriate interpersonal relationships with students, parents, community, and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The teacher successfully engages in professional development activities consistent with the goals of the building, district, and state.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. The teacher engages in professional growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. The teacher adheres to all the policies, procedures, and regulations of the building, and district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. The teacher assists in maintaining a safe and orderly environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. The teacher collaborates in the development and/or implementation of the district's vision, mission, and goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluation Report

Administrator's/Supervisor's Summary (commendable items may be included):

Recommendation for employment:

Renewal of employment Yes No

Teacher's comments:

* _____ Date ____/____/____
Signature of Teacher Signature of Administrator/Supervisor

* Note: My signature on this evaluation indicates that I have seen this document. It does not necessarily indicate that I agree with the evaluation. I understand that I have the right to respond in writing to the statements and/or evaluation within (district determines number) working days and that my comments will be attached to the evaluation form in my personnel file.

1 copy — Teacher 1 copy - Administrator/Supervisor 1 copy — Personnel File

Option 2: Evaluation Report (4 point rating scale with scoring guide)

Teacher _____

Administrator/Supervisor _____

Grade/Subject _____

School _____

Date _____ / _____ / _____

Criteria	Exceeds	Meets	Progressing	Does not Meet
1. The teacher causes students to participate and engage in activities/learning that integrate the skills of gathering, analyzing, and applying information and ideas in authentic settings/context. The teacher acts as a facilitator in managing activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning experiences that integrate process skills in an authentic fashion.	The teacher causes students to actively participate and engage in activities/learning to gather, analyze, and apply information and ideas in an authentic setting/context. The teacher organizes and manages activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning experiences that are appropriate to the goal.	The teacher is inconsistent in causing students to engage in activities/learning to gather, analyze, and apply information and ideas in an authentic setting/context. The teacher organizes and manages activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate little or no development of learning experiences that are appropriate to the goal.	The teacher shows little or no evidence of causing students to actively participate and engage in activities/learning to gather, analyze, and apply information and ideas in an authentic setting/context. The teacher shows little or no evidence of organizing and managing activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate little or no development of learning activities that are appropriate to the goal.	The teacher shows little or no evidence of causing students to actively participate and engage in activities/learning to gather, analyze, and apply information and ideas in an authentic setting/context. The teacher shows little or no evidence of organizing and managing activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate little or no development of learning activities that are appropriate to the goal.
2. The teacher causes students to acquire the knowledge and skills to communicate effectively within and beyond the classroom.	The teacher causes students to actively participate and engage in activities/learning to communicate effectively within and beyond the classroom in an authentic setting/context. The teacher organizes and manages activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning experiences that are appropriate to the goal.	The teacher causes students to actively participate and engage in activities/learning to communicate effectively within and beyond the classroom in an authentic setting/context. The teacher organizes and manages activities/learning to less than effective manner to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate an inconsistent development of learning experiences that are appropriate to the goal.	The teacher shows little or no evidence of causing students to actively participate and engage in activities/learning to communicate effectively within and beyond the classroom in an authentic setting/context. The teacher shows little or no evidence of organizing and managing activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate little or no development of learning activities that are appropriate to the goal.	The teacher shows little or no evidence of causing students to actively participate and engage in activities/learning to communicate effectively within and beyond the classroom in an authentic setting/context. The teacher shows little or no evidence of organizing and managing activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate little or no development of learning activities that are appropriate to the goal.
3. The teacher causes students to acquire the knowledge and skills to recognize and solve problems.	The teacher causes students to actively participate and engage in activities/learning that integrate the skills of recognizing and solving problems in authentic settings/context. The teacher acts as a facilitator in managing activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning experiences that integrate process skills in an authentic fashion.	The teacher causes students to actively participate and engage in activities/learning to recognize and solve problems in an authentic setting/context. The teacher organizes and manages activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning experiences that are appropriate to the goal.	The teacher shows little or no evidence of causing students to actively participate and engage in activities/learning to recognize and solve problems in an authentic setting/context. The teacher shows little or no evidence of organizing and managing activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate little or no development of learning experiences that are appropriate to the goal.	The teacher shows little or no evidence of causing students to actively participate and engage in activities/learning to recognize and solve problems in an authentic setting/context. The teacher shows little or no evidence of organizing and managing activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate little or no development of learning activities that are appropriate to the goal.
4. The teacher causes students to acquire the knowledge and skills to make decisions and act as responsible members of society.	The teacher causes students to actively participate and engage in activities/learning that integrate the skills of making decisions and acting as a responsible member of society in authentic settings/context. The teacher acts as a facilitator in managing activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning experiences that integrate process skills in an authentic fashion.	The teacher causes students to actively participate and engage in activities/learning to make decisions and act as a responsible member of society in an authentic setting/context. The teacher organizes and manages activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning experiences that are appropriate to the goal.	The teacher shows little or no evidence of causing students to actively participate and engage in activities/learning to make decisions and act as a responsible member of society in an authentic setting/context. The teacher shows little or no evidence of organizing and managing activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate an inconsistent development of learning experiences that are appropriate to the goal.	The teacher shows little or no evidence of causing students to actively participate and engage in activities/learning to make decisions and act as a responsible member of society in an authentic setting/context. The teacher shows little or no evidence of organizing and managing activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate little or no development of learning activities that are appropriate to the goal.

Evaluation Report

Criteria	Exceeds	Meets	Progressing	Does not Meet
5.The teacher uses various ongoing assessment to monitor the effectiveness of instruction.	<p>The teacher uses and maintains various or multiple ongoing informal and formal (traditional and performance-based) assessments that are authentic to the goals, objectives and content of the instruction. The teacher maintains and uses data to reflect and move beyond grading to modify instructional practices and materials to enhance the learning of all students.</p>	<p>The teacher uses and maintains various or multiple ongoing informal and formal (traditional and performance-based) assessments. The teacher maintains and uses data from his/her assessment activities to modify instruction.</p>	<p>The teacher has an awareness of informal and formal (traditional and performance-based) assessments. The teacher shows some evidence of data collection, primarily for assignment of a grade but not for modification of instruction.</p>	<p>The teacher shows little or no evidence of the use of informal and formal (traditional and performance-based) assessments. Data collection is minimal and insufficient for a grade or modification of instruction.</p>
6. The teacher provides continuous feedback to students and family.	<p>The teacher provides frequent information to student and family, as appropriate, about the instructional program. Students participate in preparing materials for their families. The teacher frequently communicates with student and family about student progress, using instructional and behavioral artifacts, on a regular basis and is available as needed to respond to parent concerns. The teacher's efforts to engage families in the instructional program are frequent and ongoing.</p>	<p>The teacher provides frequent information to student and family, as appropriate, about the instructional program. The teacher communicates with student and family about student progress, using instructional and behavioral artifacts, on a regular basis and is available as needed to respond to parent concerns. The teacher's efforts to engage families in the instructional program are frequent and ongoing.</p>	<p>The teacher participates in school's activities for student and family communication but offers little additional information. The teacher adheres to the school's required procedures for student and family communication. Responses to family concerns are minimal. The teacher's attempts to engage families in the instructional program are inconsistent.</p>	<p>The teacher provides little information about the instructional program to students and/or families. The teacher provides minimal response to parents' concerns about students. The teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.</p>
7. The teacher assists students in the development of self-assessment skills.	<p>The teacher consistently incorporates opportunities and expectations for students to engage in self-reflection, self-assessment and metacognition as a means of evaluating and refining their own learning. Instructional artifacts (scoring guides, checklists, examples of student products, etc...) demonstrate clear/understandable and high expectations for all student performance or product. Instructional artifacts assist the student in setting and progressing toward goals.</p>	<p>The teacher consciously encourages and supports student self-assessment and metacognition as a means to enhancing the student's learning and achievement. Instructional artifacts (scoring guides, checklists, examples of student products, etc...) demonstrate clear/understandable and high expectations for student performance or product.</p>	<p>The teacher demonstrates inconsistent evidence for student self-assessment and reflection. Instructional artifacts are limited and inconsistent in demonstrating clear expectations for student performance or product.</p>	<p>The teacher shows little or no evidence for student self-assessment and reflection. Instructional artifacts show little or no evidence of defining expectations for student performance or product.</p>
8. The teacher aligns the assessments with the goals, objectives, and instructional strategies of the district curriculum guides.	<p>The teacher selects the assessments based on how efficient and effective the technique measures the district's curriculum guide proficiencies. The teacher customizes instruction based on analysis of individual student needs. Connection of instructional strategies to assessment is evident and well planned.</p>	<p>The types of assessments used are aligned with the district's curriculum guide. The teacher selects instructional strategies and content based on group need. Connection of instructional strategies to assessment is evident and planned.</p>	<p>The types of assessments used may not be the best match with the district's curriculum guide. The teacher selects instructional strategies based on scope and sequence. Connection of instructional strategies to assessment is limited.</p>	<p>The types of assessments used often do not match with the district's curriculum guide. The teacher selects next content pieces based on textbook or informal sequence. Connection of instructional strategies to assessments is not evident.</p>

Criteria	Exceeds	Meets	Progressing	Does not Meet
9. The teacher uses assessment techniques that are appropriate to the varied characteristics and developmental needs of the students.	<p>The teacher collects a variety of student data prior to instruction. The teacher uses a variety of constructed response, performance tasks, or questioning strategies with frequent and specific feedback provided to students. The assessment plan provides a sufficient body of evidence about a student's growth that is valid, credible information from which generalizations about student growth can be made.</p>	<p>The teacher collects data on student learning prior to instruction. The teacher uses a variety of constructed response, performance tasks, or questioning strategies with appropriate feedback provided to the students. The assessment plan provides a sufficient body of evidence about students that is valid, credible information.</p>	<p>The teacher collects summative data and some informal data prior to instruction. The teacher uses limited types of assessments. The assessment plan provides a body of evidence that is not sufficient for all the decisions being made.</p>	<p>The teacher collects summative data or data that is too limited to make effective judgments. The teacher uses only post tests. The assessment plan provides a substantially limited body of evidence that is not sufficient for all the decisions being made.</p>
10. The teacher demonstrates appropriate preparation for instruction.				
11. The teacher chooses and implements appropriate methodology and varied instructional strategies that address the diversity of learners.				
12. The teacher creates a positive learning environment.				

Evaluation Report

Criteria	Exceeds	Meets	Progressing	Does not Meet
13. The teacher effectively manages student behaviors.	The teacher's monitoring of students is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully. The teacher's response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate. The teacher follows appropriate discipline code and serves as a "significant adult" role model for students.	The teacher is alert to student behavior at all times. The teacher's response to behavior is appropriate and respects the student's dignity, or student behavior is generally appropriate. The teacher takes appropriate actions as needed, consistent with district and building rules and policies.	The teacher is generally aware of student behavior but may miss the activities of some students. The teacher's attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs. The teacher usually takes appropriate actions as needed, consistent with district and building rules and policies.	Student behavior is not monitored, and the teacher is unaware of what students are doing. The teacher does not respond to misbehavior, or the response is inconsistent, overtly repressive, or does not respect the student's dignity. The teacher does not take or inconsistently takes required disciplinary action with students.
14. The teacher communicates appropriately with students, parents, community and staff.				
15. The teacher engages in appropriate interpersonal relationships with students, parents, community, and staff.				
16. The teacher engages in professional development activities consistent with the goals and objectives of the building, district, and state.				

Criteria	Exceeds	Meets	Progressing	Does not Meet
17. The teacher engages in professional growth.	The teacher has a Professional Development Plan that defines and documents an innovative teaching behavior and makes strong connections between the new behavior and student achievement. The PDP is linked to building and district goals and specific criteria. The teacher initiates important activities to contribute to the profession, such as frequently sharing new ideas and serving as a mentor to others interested in new teaching behaviors.	The teacher has a Professional Development Plan that defines and documents a new behavior of professional practice and the impact of such practice on student learning. The PDP is clearly linked to building and district goals and specific criteria. The teacher participates actively in sharing knowledge with others.	The teacher has a Professional Development Plan that provides limited documentation of new behaviors of professional practice and the impact of such practice on student learning. The teacher finds limited ways to share knowledge with others.	The teacher does not have a Professional Development Plan that documents new behaviors of professional practice and the impact of such practice on student learning. The teacher makes no effort to share knowledge with others.
18. The teacher adheres to all the policies, procedures and regulations of the building and district.	The teacher serves as a resource to other teachers, either as individuals or in groups in imparting knowledge and direction of Board of Education policy, building and district procedures and regulations. The teacher is proactive in completing assigned duties. The teacher uses appropriate resources to solve professional conflicts. The teacher produces forms, reports, and plans that can be used as examples or models with other district employees.	The teacher demonstrates knowledge of Board of Education Policies, building and district procedures and regulations. The teacher is consistent in completing assigned duties in a prompt and accurate fashion. The teacher uses identified appropriate resources to solve professional conflict. The teacher completes forms, reports, and plans that meet district expectations.	The teacher accesses appropriate resources to gain direction of Board of Education policies, building and district procedures and regulations. The teacher is inconsistent in completing assigned duties in a prompt and accurate fashion. The teacher is aware of appropriate resources to access to solve professional conflicts. The teacher completes forms, reports, and plans that need minor modifications to meet district policy.	The teacher provides little evidence of awareness of Board of Education policies, building and district procedures and regulations. The teacher fails to complete assigned duties in a prompt and accurate manner. The teacher has little or no knowledge of the appropriate resources to access to solve professional conflicts. The teacher does not complete required forms, reports, and plans according to district policy.
19. The teacher assists in maintaining a safe and orderly environment within the school setting.			The teacher consistently provides supervision as directed by building administrators and voluntarily supervises students as needed to assist the safe operation of the building.	The teacher is inconsistent in providing supervision as directed by building administrator.
20. The teacher collaborates in the development and/or implementation of the district's vision, mission, and goals.			The teacher's professional relationships with colleagues are supportive and cooperative. The teacher takes initiative in assuming leadership among the faculty. The teacher volunteers to participate in school events and building/district projects and committees and assumes a leadership role in at least some capacity.	The teacher maintains cordial professional relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in school events and building/district projects and committees only when specifically asked.

Administrator's/Supervisor's Summary (commendable items may be included):

Recommendation for employment:

Renewal of Employment Yes No

Teacher's comments:

* _____ Date ____/____/____
Signature of Teacher Signature of Administrator/Supervisor

* Note: My signature on this evaluation indicates that I have seen this document. It does not necessarily indicate that I agree with the evaluation. I understand that I have the right to respond in writing to the statements and/or evaluation within (district determines number) working days and that my comments will be attached to the evaluation form in my personnel file.

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